



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Physical Training

Carl J. Kroh Caroline Crawford

Free Gymnastics (continued): (CARL J. KROH.) Third order. Procedures observed in the arrangement of lessons are based on the principles applied in preceding orders. The more or less formal routine, however, of a suggested order of exercises is modified by methods employed to enhance the pupil's interest in gymnastics. The teacher's interpretation of immediate or ultimate aims, or of the general or specific purposes of a lesson, prompts the method best calculated to enlist the pupil's interest throughout the development of the lesson. His function shall be to estimate and determine the physiological as well as the psychological order of the respective exercises and sequences with reference to their best effects. The pupil's power to do will constantly modify such orders. A judicious employment of mechanical laws in a gradient development of movement forms, insuring constant progress within proper limitations, implies a careful preparation of lessons of this order. The study of similar and dissimilar combined movement forms and their proper order and modes of execution with reference to direction in the different planes, etc., is important in a consideration of characteristically even results. Pupils should be led to recognize the teacher's "theme" or leading thought in a lesson, and to share the interest in its development.

Methods vary. A lesson or order may embrace a series of exercises devised according to certain rules insuring accuracy of execution (study of similar and dissimilar movement forms), or it may consist of an "addition" of supplementary movements to complete some preconceived

activity; or, again, it may consist of an uninterrupted performance of exercises, a "chain of exercises," calculated to bring into use all parts of the body in successive order, and to be practiced rhythmically without pause, the commands for each exercise being given during the execution of the preceding exercise. Of the various methods, the order of "theme" work is the most interesting.

The selection of a "theme" is considered the first step in the preparation of a lesson under this order. Its final form, not infrequently, is determined only after a careful study of the requirements of a lesson embodying the kind and form of movements and exercises suggested. The work consists of exercises and the various forms of combinations of exercises stated in the "theme." Beginning with the simpler exercises of the arms, legs, and trunk in the fundamental or characteristic standing position it gradually leads to the complex forms of a lesson, a combination of the activities suggested. Thus, also, various forms of activity may be considered in the choice of the "theme," as suggested for instance in the attitudes of the "Discobolus," the "Gladiators," the swimmer, the wood-chopper, the mower, etc.—the complete activity being first resolved into its parts, as it were, in the fundamental or required standing positions, and finally combined as a whole with its accompanying changes of positions. In the work of this part of the lesson each position is taken at command as described, whereupon its repetition from two to six times follows in rhythmic order.

The "theme" or lesson proper, so-called,

is preceded by an introductory drill designated as "corrective" or "preparatory."* This part of a lesson consists of movements taken from the lesson proper, and supplemented at need by movements not found in the "theme." These movements are in the main executed at command only, and are not to be executed as rhythmic exercises. They follow in the order of head, shoulder, arm, trunk, and leg exercises, and are to be executed with the greatest accuracy.

Lesson Order: Order, tactic, exercises.

Corrective or preparatory drill—elementary order as a basis. (Movements taken from the "theme"—lesson proper—needed movements inserted.) Movements commanded.

Theme. Exercises executed in rhythm.

Supplementary exercises. Tactics, etc.
Breathing exercises.

The regular gymnastics of the High School and Grammar Grades were discontinued at the end of last month. An illustration of the regular order of work, consisting of free exercises, light gymnastics, apparatus work, and games was given during one of the morning periods usually devoted to general exercises.

The physical tests and measurements, to be taken during the week preceding the close of the school year, will be the subject of a future report.

Field excursions and general outdoor recreation on the lakeshore and on the fields of Lincoln Park will be the order during the remaining weeks of the school year.

* Corrective movements are chosen to secure proper poise of the body toward an easy and graceful carriage. The term "preparatory drill" is used in the sense that the respective movements gradually prepare the pupils for the more difficult work of the lessons. The correct execution of all movements occurring in a lesson is an aim of this part of the lesson.

Individual Gymnastics

CAROLINE CRAWFORD

The following outlines, given for physical measurements, examination, and diagnosis, are tentative in character. At present they form the basis of the work relating to causes which may affect the child's growth and development. The present emphasis is toward the relation between nutrition and condition. It is evident that much study is needed to gain a better knowledge of the effect of different forms of nutrient upon the child; also, under what nutritional disadvantages, due to physical history, inheritance, and disease, the individual is placed.

PHYSICAL MEASUREMENTS.

Name.....	
Born.....	
Nationality.....	
Father.....	Mother.....
His "	Her "
" Mother.....	" Father
Occupation (Father).....	
Resemble.....	
Rate of growth previous.....	
Parents' Report (See Book —, pp. —).	
Physician's Report (See Book —, pp. —).	
Remarks.....	
.....	

PHYSICAL MEASUREMENTS.

AGE.....	DATE.....
AGE.....	DATE.....
Weight	Girth, forearm, R
Height, standing	" wrist, R
" sitting	" " L
" knee	Depth, chest
" pelvis	" waist
" sternum	" head
Girth, head	Breadth, head
" neck	" neck
" chest	" shoulders
" full	" waist
" ninth rib	" hips
" " full	Length, shoulder-elbow, R
" waist	Length, shoulder-elbow, L
" hips	Length, elbow-tip, R
" thigh, R	" foot, R
" " L	" " L
" knee, R	Cap. lungs
" " L	Strength, forearm, R
" calf, R	" " L
" " L	" chest
" ankle, R	" back
" " L	" legs
" instep, R	
" " L	
" upperarm, R	
" " L	
" elbow, R	
" " L	

PHYSICAL EXAMINATION.

NAME
 AGE DATE

Head Forward, back, right, left.
 Neck Large, small, right, left.
 Shoulders Forward, down, right, left.
 Scapulae Prominent, high, down, right, left.
 Arms Triceps, biceps; extensors, flexors.
 Hands Right, left.
 Chest Flat, prominent, hollow, center, right, left.
 Sternum Short, long, depressed.
 Ribs Prominent, depressed, center, right, left.
 Abdomen Prominent, depressed.
 Waist Narrow, flat, deep.
 Back Straight, round, hollow.
 Spine Prominent, curved, right, left, anterior,
 rotation, cervical, dorsal, lumbar.
 Hips Broad, narrow, down, high, right, left.
 Thighs Flexors, extensors.
 Leg Flexors, extensors, bow, knock-knees.
 Instep High, low.
 Feet Flat, right, left.

PHYSICAL DIAGNOSIS.

NAME
 AGE DATE

Head.
 Eyes, right Left.
 Ears, right Left.
 Mouth
 Throat.....

Thorax.
 Heart
 Lungs
 Abdomen.
 Stomach
 Liver
 Intestines
 Kidneys
 Pelvis.
 Standing.
 Head
 Chest
 Hips
 Poise
 Food, amount.
 Proteid
 Fat
 Carbo-hydrate
 Water
 Blood.
 Corpuscles
 Haemoglobin
 Urine.
 Quantity
 Quality
 Skin.
 Condition
 Color
 Texture
 Eruptions
 Muscles.
 Condition
 Character
 Fat.
 Quantity
 Character
 Fatty degeneration
 Diseases.
 Nervous
 Postures
 Action
 Expression
 Chronic
 Contagious

Organization of a Library

Irene Warren

The general principles of cataloguing and the various kinds of catalogues in use at the present time in typical libraries were defined in the May number of the COURSE OF STUDY. The purpose of this paper will be, therefore, to give in brief and simple form the actual method of making a card-catalogue.

Materials: The guides, inks, pens, and penholders desirable for making library records have already been discussed in a former outline. (See COURSE OF STUDY, January, 1901, p. 427.) If the cards in the catalogue are written, great effort must be made to secure legibility, and to that end all shading and unnecessary strokes should be omitted. A plain, vertical writ-

Frances Simpson

ing will make a neat and legible catalogue. If a typewriter is used, one with a card attachment is best, as ordinary correspondence rollers do not hold heavy cards with sufficient firmness. A black record ribbon should be used which should be changed whenever the entries show the slightest signs of becoming faint. Stiff white cards suitable for cataloguing purposes can be obtained at various prices from office supply firms.

Entries: In general, each book in the library is entered twice in the catalogue; under the author's surname, called the main or author entry, and under a subject, called the subject entry.

Methods of Making Entries: Enter all